

Call to Order

The P-16 Council convened December 14, 2005, at 9 a.m. at the Council on Postsecondary Education, Meeting Room A, Frankfort, Kentucky. Chair Dorie Combs presided.

Roll Call

The following members attended: Dorie Combs (Chair), Bart Darrell, Virginia Fox, Bonnie Lash Freeman, Elizabeth Jefferson, Laura Owens, David Rhodes, Phillip Rogers, and Kim Townley.

Approval of Minutes

The minutes of the September 6, 2005, meeting were approved as distributed.

Report of the Secretary of the Education Cabinet

Secretary Fox reported that she supports the work of the State P-16 Council and the joint work of all the agencies involved. She reminded the Council that the General Assembly will convene January 3 and shared a preview of the Governor's State of the Commonwealth and Budget Address to be given January 9 and January 17, respectively. He will likely include comments and recommendations for the P-12 schools and support of advanced computer technology for schools and between and among the institutions represented on the P-16 Council.

Secretary Fox then reflected on the P-16 Council's work over the past six months, including business representation joining the Council. She reviewed a series of recommendations released by The Business Forum, which is chaired by Billy Harper. The recommendations are meant to accelerate student achievement. Copies of those recommendations can be obtained from Dave Adkisson, president, Kentucky Chamber of Commerce. Secretary Fox spoke briefly about the Governor's 45-member advisory work group composed of superintendents, principals, and teachers. The work group began discussing teacher compensation but its work quickly evolved to include embedded professional development, changes in certification, academic rigor for students,

and alignment in mathematics and literacy. This work group met concurrently with Commissioner Gene Wilhoit's teacher forum. Secretary Fox encouraged Council members to contact her office for a copy of the report.

Secretary Fox also made brief comments about the work for mathematics alignment and refinement of mathematics content standards, including the Mathematics Summit that included representatives from several school districts and higher education. That discussion continues, with plans for the group to convene again.

Secretary Fox closed her remarks with a reminder to "think alignment, inter-connected data, and capacity to reach any child in the state from any K-12 school or postsecondary institution" to advance achievement in Kentucky.

*Update on Local
Councils*

Beth Jefferson, director of grants and special projects, Elizabethtown Community College, reflected on the work of Secretary Fox and others on the joint budget request. She reported that the local council network meeting focused on the joint budget request, taking the lead from the State P-16 Council. The theme of local advocacy efforts is: "Banding Together for Education." The discussion focused on where education is today and where it needs to be, with respect to technology and instructional methods.

Gary Perkins, Kentucky Department of Education, presented more details about the "banding together" theme. The rubber band represents "creative tension." Creative tension is healthy but there are only two ways to relieve the tension. One—lower your standards, or two—rise to meet the standards. The local P-16 councils are rising to meet those challenges.

Ms. Jefferson added that the Livingston County School District joined the Purchase Area P-16

Council and the Maysville Area P-16 Council has hired a part-time staff member, Sandy Estill.

Jim Applegate, vice president for academic affairs, Council on Postsecondary Education, suggested that local council representatives and representatives from the KDE, the Education Professional Standards Board, the CPE, the Kentucky Higher Education Assistance Authority, and the Education Cabinet should share with each other their visions and activities so that a consistent message is sent forth.

*Council on Postsecondary
Education's Study of
Underprepared Students
in Kentucky*

Heidi Hiemstra, CPE's senior associate for research and analysis, gave a report on the study of underprepared students in Kentucky. She indicated that the full report is on CPE's Web site. Dr. Hiemstra gave an overview of the findings, saying the most disturbing is that 54 percent of all students entering public postsecondary institutions in 2002 were underprepared in at least one subject. "Underprepared" refers to students who receive a sub-score of 17 or lower on their ACT tests in mathematics, English, or reading (or the equivalent on the SAT or on-campus placement tests). The subject in which most students are underprepared is mathematics (41 percent). Thirty-five percent were underprepared in reading, and 27 percent were underprepared in English.

Sixty-three percent of the 2002 cohort were students who had graduated from Kentucky high schools within the previous two years. The remainder were adult students or students from out-of-state. Among recent Kentucky high school graduates, nearly half (48 percent) were underprepared in at least one subject.

Another disturbing demographic finding is the extent of underpreparedness among racial/ethnic minority students, which correlates with what is known about lack of access for these groups. Among the African-American students in the cohort, 77.5 percent were underprepared in at least

one subject, compared to 50.2 percent of whites and 60.8 percent of Hispanics.

Not surprisingly, the study found that under-prepared students were less likely to stay in college. The drop-out rate was almost double for students who entered underprepared compared with students who came prepared for college study.

Regarding mandatory placement, another finding of concern is that only a slim majority of under-prepared students are getting the kind of support they need. The mandatory placement policy was fairly new at the time of the study. The full report includes data on steps the institutions have taken to close this gap.

The study of underprepared students is the CPE's first report on this issue but a similar study will be conducted again in upcoming years. This year's report provides a snapshot and reveals two sets of policy issues. The first focuses on the reality of underprepared students entering into the post-secondary system, the transition from K-12 and adult education into postsecondary education, and how the number of underprepared students can be reduced. The second addresses the various provisions that need to be in place within the postsecondary system to ensure success of underprepared students. The CPE will hold a developmental education conference in March that will involve the higher education institutions, their provosts and faculty, and other stakeholders.

Council members discussed the interrelatedness of several of the initiatives and policies overseen by the P-16 Council and its partner agencies, including development of the American Diploma Project benchmarks, the CPE placement policy in mathematics and English, the pre-college curriculum, success of students in developmental courses, the personnel involved in teaching developmental courses, best practices in diagnostics and intervention, placement tests, transfer students from KCTCS, new regulations for institutions that

might affect federal student aid based on retention and graduation performance, and the High School Feedback Report.

*Proposed
Minimum High
School Graduation
Requirements*

Linda France, KDE deputy commissioner, reported on the proposed minimum high school graduation requirements. There were three attachments related to this agenda item: 1) recommendations going to the Kentucky Board of Education, 2) an outline by county regarding local districts' mathematics requirements, and 3) a Southern Regional Education Board publication—"Building Transitions from High School to College and Careers for Kentucky's Youth."

At the December 2005 meeting, the KBE reviewed the recommendations for high school graduation. Ms. France reported that the number of recommended credits in the proposed requirements would not change: the number remains 22, with 15 required courses and seven electives. The requirement for four language arts courses also remains the same. Changes include requirement sequences, so a student could move through a sequence at a different pace. There are discussions about including content strands of reading, writing, speaking, listening, observing, inquiring, and using technology as a communication tool throughout these four credits. In social studies, the number of credits would not change. The new mathematics requirements include algebra 1 and 2 and geometry. Additionally, a mathematics course is required every year.

Ms. France noted that there are many questions about the process and the consequences of opting out. Staff are looking at states that currently have an opt-out clause in their pre-college curriculum and will bring some of that information back to the KBE so it can consider the process. A show of hands demonstrated that the P-16 Council supports no opt-out. Students with special needs already have an Individual Education Plan and will not present a problem with the new requirements.

In science, the recommended curriculum is still three credits, to include biological science, physical science, and earth and space science, each of which will include lab-based scientific investigation.

In health and physical education, the recommendation is still one-half credit each.

In history and visual and performing arts, the requirement is still one credit each. Instead of one class, it might involve a standards-based demonstration of learning.

Seven electives are still required.

The world language requirement includes a demonstrated proficiency in understanding and communicating in a second language. This recommendation has elicited the most discussion, particularly with concern regarding the availability of teachers.

Finally, a demonstrated proficiency in technology has not drawn much debate. Perhaps it is because kindergarten students have grown up with technology and may have surpassed this competency level already.

Ms. France explained that many questions will be answered in the document, *Program of Studies*, which will be released soon.

MOTION: The State P-16 Council supports revising Kentucky's high school graduation requirements to meet postsecondary entrance expectations, including revisions to the mathematics curriculum and a requirement for demonstrated competency in a world language, without the option of opting out.

VOTE: The motion passed unanimously. Chair Dorie Combs asked that a letter be drafted to the KBE on behalf of the P-16 Council conveying the motion.

*KEES Policy
Issues Work
Group*

Joe McCormick, KHEAA's executive director, expressed his concerns regarding the current high school curriculum for KEES eligibility. He maintained that a disservice is done to students by awarding them a scholarship for a C+ and allowing them to opt out of the very courses they need to compete in a 21st-century economy. Dr. McCormick also announced that KHEAA would be sponsoring legislation recommending that the minimum ACT score for KEES eligibility be raised from 15 to 18.

Dianne Bazell, CPE's assistant vice president for academic affairs, noted that this was why the KEES work group was initially convened: to assemble staff from the key agencies (KDE, CPE, and KHEAA) and ideally come to a consensus on a single curriculum that would be predictive of postsecondary success. The model is the State Scholars curriculum. She noted that there were three purposes of the KEES program when it was established: 1) to provide an incentive for more first-generation students to enroll in postsecondary education in Kentucky, 2) to keep more college-educated Kentuckians in the Commonwealth, and 3) to improve high school performance.

Dr. Bazell referred to the "chance for college" of Kentucky's ninth-graders and noted that while there is a distinct need for need-based financial aid that, as a merit scholarship, the current KEES requirements were not predictive of college success. KHEAA research shows that nearly 40 percent of students receiving KEES scholarships lose those scholarships by their sophomore year in college. This reflects findings of several national studies that indicate high school students intend to go to college but are not taking the kind of coursework that will prepare them to be successful. The correlation between a rigorous high school curriculum and postsecondary success has been demonstrated, and this requires thoughtful policy coordination among multiple agencies.

It also raises access and equity issues when students in significant numbers and demographic categories

are not required to take a challenging curriculum that will prepare them for postsecondary education and skilled employment. Dr. Bazell reported that the Committee on Equal Opportunities expressed concern on precisely this issue—that the KEES ACT threshold not be raised unless all students have access to a curriculum that prepares them to reach that threshold. She added that the work group had been prepared to make a recommendation on a separate KEES scholarship but decided to wait to see what the KBE chose to do.

Council members discussed rigor, flexibility, and direction. For instance, geometry does not need to be taught in the same way at all schools. It does not have to be the same path. Geometric principles can be taught and applied in carpentry classes. Rigorous standards are an absolute necessity but diverse pathways and methods are needed too.

*CPE Study of
Dual Enrollment
in Kentucky*

Heidi Hiemstra presented the CPE's study of high school students who are taking postsecondary courses. Dual enrollment includes all simultaneous enrollment of high school students in the postsecondary system. Dual credit is a sub-set of dual enrollment, where a student earns both high school and college credit for the same course.

Dr. Hiemstra presented an overview of some of the key issues pertaining to dual enrollment and said that the complete report soon will be available on the CPE Web site.

Dual enrollment has grown considerably in the past four years. The KCTCS is dually enrolling a large number of high school students. Next are the public institutions, followed by the independent sector. Most dual enrollment courses were occupational courses. Dr. Hiemstra explained that lack of data makes it difficult to gauge gender, race, and ethnicity.

In the four-year sector, most dually-enrolled students take three credit hours during the year. In

the two-year sector, more students take a larger number of credit hours.

The study examined whether dually enrolled students matriculate into degree programs after high school graduation. While the technical occupation courses taken at KCTCS institutions constitute the majority of dual enrollment course-taking, the matriculation rate of students taking these courses at two-year institutions is considerably lower than students dually enrolled in other sectors and in academic courses.

There are a number of goals that many believe will be accomplished by dual enrollment. One of them is speedier graduation, although the small amount of national research in this area indicates that this is not the case.

The study compared students who were dually enrolled while in high school to students who were not and examined how they performed in college. While it initially appears that dual enrollment has a positive impact, when analyzed in conjunction with ACT scores, the impact can be attributed to ACT performance.

Jim Applegate said that this presents a policy question of where to invest the state's resources. A lot of the students taking dual enrollment are the students who plan to go to college anyway and can afford to go to college. He said that if state resources are limited, would it make sense to consider how to target assistance for dual enrollment if it can affect completion of high school and college. He said that the study raises several issues.

*Educational
Leadership Redesign*

Jim Applegate and Phil Rogers, EPSB's executive director, gave an update on educational redesign initiatives. Dr. Applegate reported on the resolution introduced by Representative Jon Draud directing the EPSB, KDE, and CPE, in cooperation with the Education Cabinet, to establish an interagency task

force to collaborate with public and independent institutions on teacher and educational leadership preparation. He noted the need for leadership preparation at the community and technical college level, as well as at the K-12 level.

Dr. Rogers added that the EPSB is reviewing current requirements for the master's program, i.e. rank change. Rank change at this level represents a considerable increase in salary, and the KBE asked how the requirements for this change translate into student learning. Staff are reviewing how to improve the accountability of teacher preparation programs and how to develop master's programs that contribute to a coherent model of teacher education that develops teachers who wish to remain in the classroom or become curriculum supervisors, instructional leaders, or administrators. They will bring recommendations to the KBE in May 2006.

*2020 Educational
Attainment Projections*

John Hayek, CPE's associate vice president for planning and performance, provided an overview of the CPE estimates of what it will take to reach the national average in educational attainment, defined as a working age adult with a bachelor's degree or higher, by the year 2020. In 2000, approximately 19 percent of Kentuckians achieved this level of educational attainment versus the national average of 27 percent. The national average is expected to rise by 2020. The model he distributed targeted the projected need in absolute numbers, showed what would transpire without policy interventions, and what gap remains. He outlined several steps where interventions are needed to close this gap. These include increasing high school graduation rates, college enrollment directly out of high school, GED attainment and transition to college, transfer rates from KCTCS to four-year institutions, and attracting out-of-state residents into Kentucky through job creation.

*CPE Affordability
Study*

Sandy Woodley, CPE's vice president for finance, gave a brief overview of the study commissioned by the CPE and KHEAA. Postsecondary education in Kentucky is still very affordable for traditional students, when defined as "net price"—the amount students and their families pay after grant aid is distributed. The majority of full-time students in Kentucky receive some grant aid, so the minority actually pays the published prices. Working adults, however, do not have the similar financial aid opportunities and must incur higher loans. Finance is an important part of college planning, and most students are willing to pay for college. The family "net price" is the best measure of affordability. The study shows that in Kentucky lower income students pay lower net prices than higher income students. Much of this is due to federal grants; state and institutional grants help students across the income spectrum.

Other Business

The next meeting will be March 29, 2006.

Adjournment

The meeting adjourned at 1:10 p.m.

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